

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

The Indiana State Board of Education awarded Herron High School (Herron) an **A** for its 2014-15 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on improvement in proficiency between 8th and 10th grade. High Schools also receive points based on graduation rate, and college and career readiness of graduates. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, the 10th grade cohort at Herron High School had a proficiency rate of 86.5% on the English 10 End of Course Assessment (ECA), and received a penalty due to its drop in proficiency from 8th grade to 10th grade. The school received a bonus for 10th grade to graduation improvement.

Herron High School's 10th grade cohort had a proficiency rate of 94.2% on the Algebra I ECA, and received no bonus points for its improvement rate from 8th to 10th grade or for 10th grade to graduation improvement.

Since the IDOE provides an extended timeline for students to complete graduation requirements, data for graduation and college & career readiness is calculated a year in arrears. In the 2013-14 school year, Herron High School had a four-year graduation rate of 97.9%, with 58.7% of those graduates qualifying as "college and/or career ready".

State Accountability Results

86.5% Proficiency + 8-10 Penalty + 10-Grad Improvement Bonus

94.2% Proficiency + No 8-10 Improvement Bonus + No 10-Grad Improvement Bonus

97.9%

Graduation Rate

58.7%

College and Career Readiness (CCR) Rate

On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in

assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since Herron received an **A** in both years, that is its final grade for the 2014-2015 school year. Thus, the school receives an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Indicator 1.2 does not apply to high school grades.						

The Indiana Growth Model does not currently include growth measures for high school assessments. Therefore, high schools do not receive a rating on this indicator in the OEI performance framework.

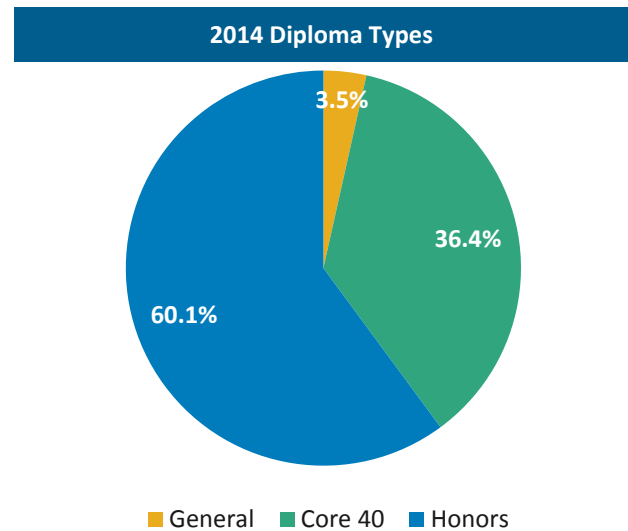
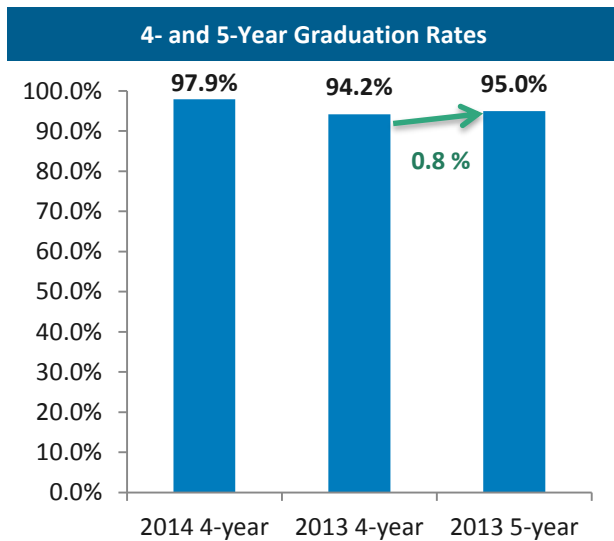
1.3. Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?							
Indicator Targets	Does not meet standard	School's 4-year graduation rate is below 70.0% and the school demonstrated less than a 5.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Approaching standard	School's 4-year graduation rate is 70.0-79.9%, or the school demonstrated greater than or equal to a 5.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Meets standard	School's 4-year graduation rate is 80.0-89.9%, or the school demonstrated greater than or equal to a 10.0 percentage point increase from its 4-year to 5-year graduation rate.					
	Exceeds standard	School's 4-year graduation rate is at least 90.0%, or the school demonstrated greater than or equal to a 15.0 percentage point increase from its 4-year to 5-year graduation rate.					
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

The Indiana Department of Education (IDOE) places all Indiana students into a cohort by the student's first date of enrollment in high school. By placing each student in a cohort, IDOE can measure school's four-, five- and six-year graduation rates. For more information on how graduation rates are calculated in Indiana, click [here](#).

IDOE considers all students who have completed graduation requirements by October 1st of their cohort's graduation year as four-year graduates. Because of this extension, graduation rates are measured a year in arrears for accountability purposes in order to capture those students who graduate after the end of the school year in May.

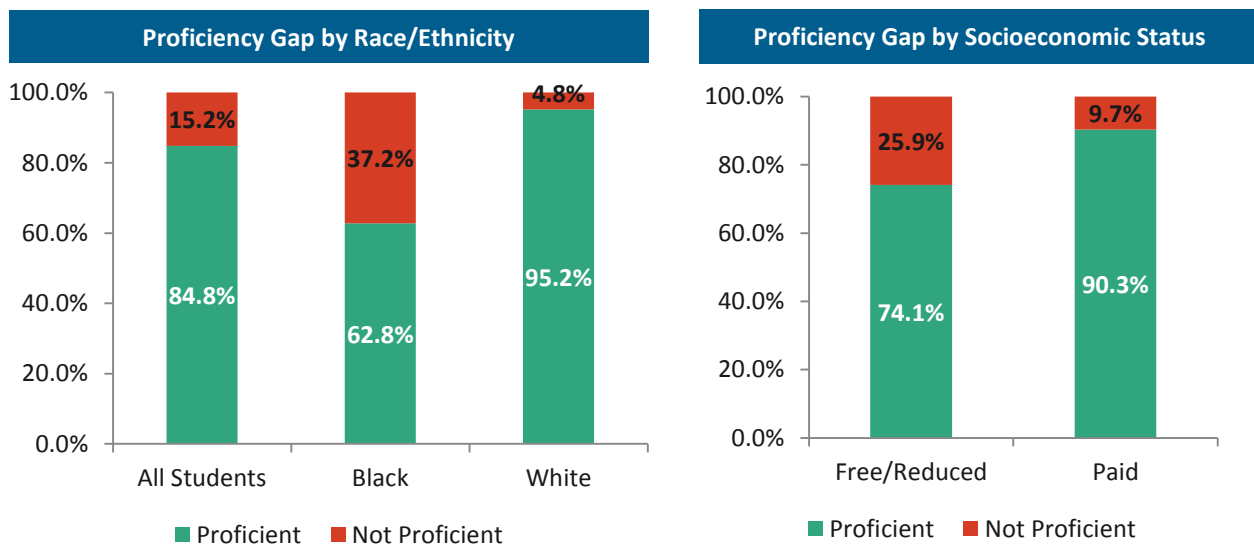
For the 2014-15 school year, OEI assesses Herron High School by reviewing the results of 2014 graduation. The school's 2014 four-year graduation rate was 97.9%. The school's 2013 cohort had a 94.2% 4-year graduation rate and increased to 95.0% for its 5-year graduation rate for a 0.8% increase.

From this data, the school earns an Exceeds Standard for this indicator on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	AS	DNMS					

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Herron High School is captured below.



While 84.8% of all Herron High School 10th grade students were proficient on both the English 10 and Algebra I ECAs, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Black student proficiency, resulting in a difference of 32.4%.

Additionally, as shown in the right graph above, Herron High School has a proficiency gap between Paid lunch student proficiency and Free/Reduced lunch student proficiency, resulting in a difference of 16.2%.

The larger of these two differences, the Racial difference of 32.4%, led to Herron High School receiving a **Does Not Meet Standard** on the OEI performance framework for the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS					
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					Not Applicable	
	High School Grades					96.9%	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Herron High School has an aggregate attendance rate of 96.9%, and all grade levels met the 95% standard. Due to its aggregate rate, Herron High School receives a **Meets Standard** on the OEI performance framework.

Attendance by Grade Level

9 th Grade	97.6%	✓
10 th Grade	97.0%	✓
11 th Grade	97.1%	✓
12 th Grade	95.8%	✓
Overall Average	96.9%	✓

1.6. Is the school preparing students for college and careers?							
Indicator Targets	Does not meet standard		Less than 30.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Approaching standard		30.0 - 39.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Meets standard		40.0 - 49.9% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
	Exceeds standard		At least 50.0% of graduates meet at least one of the following: 1) received a '3' or better on an AP exam; 2) received a '4' or better on an IB exam; 3) received transcribed post-secondary credit from an approved course; or 4) received an industry certification from an approved list.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list.

Of Herron High School's 2014 graduates, 58.7% were deemed college- or career-ready by the Indiana Department of Education. Due to this rate, Herron High School earns an Exceeds Standard on this indicator in the OEI performance framework.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					
School-specific Information	Goal					Result	Rating
	In association with the Herron High School Compensation model and framework, all teachers will implement a system to measure student growth based on (a) five content-specific and departmentally agreed-upon target areas and (b) three fixed data points (a pre-assessment, benchmark exam and semester final					100%	ES
	Herron High School will increase the number of students who successfully complete one or more Advanced Placement exams with a score of 3 or higher, and will also increase the number of students who received credit for post-secondary classes.					4.5% AP score increase; 63% dual credit increase	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, Herron High School set its first goal around implementing a system to measure student growth. The school reported that 100% of teachers completed the requirements for the goal, earning an **exceeds standard** on their first goal.

Herron High School set its second goal around student performance on Advanced Placement (AP) exams and increasing the number of students who received dual credit. The school reported a 4.5% increase of students with a three or higher on AP exams. Additionally, the number of students who received post-secondary credits grew from 82 students to 134 students showing a 63% increase. Thus, the school earns an **exceeds standard** on its second goal.

School Mission Statement

Herron High School is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust and engages in an urban environment in order to prepare students to be world-class citizens.

Overall, Herron High School received an **Exceeds Standard** on the OEI performance framework for this indicator.